MISSION STATEMENT

Together with families and communities, we create joyful, academically excellent schools that prepare students to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

VISION STATEMENT

KIPP Philadelphia Public School (KPPS) students love coming to school. Each day, they are welcomed by committed teachers and staff who deliver engaging and culturally responsive instruction that prepares them for the next grade, and, ultimately, college and a career. Students are consistently affirmed in their identities, validated as whole humans, and intellectually challenged in their classes. Our students, families, and staff work together to build inclusive, joyous, and responsive school communities. When combined, the instruction, strong school communities, and approach to education will result in 100 percent of our alumni reporting that their experience at KPPS prepared them to embark on an academic or career path of their choosing upon high school graduation.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

STAFF

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

ADMINISTRATION

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

PARENTS

Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their

environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

COMMUNITY

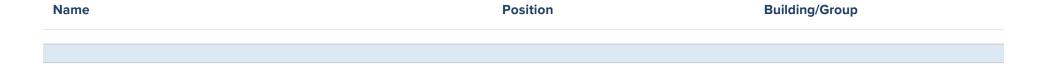Our core values include: Children First: We do what is best for our children, always. Our focus is on the whole child – their well-being, their environment, and their needs. Ownership: We are responsible for the outcomes of our children. We keep our commitments, meet challenges with solutions, and ask for help when we need it. Cultural Competence: We operate with self-awareness and seek to understand first. We show up as our authentic selves and make space for others to do the same, naming and disrupting inequity everywhere we go. Community: We are more powerful together. We actively build our relationships by communicating with candor, care, and respect.

STEERING COMMITTEE

Name	Position	Building/Group
Tracy MacArthur	Administrator	KIPP
Amanda Neill	Administrator	KIPP
Melissa Poorman	Administrator	KDCA
Katie McGuire	Administrator	KDCA
Molly Eigen	Administrator	KIPP
Michael MacArthur	Administrator	KIPP
Elisa Oliver	Teacher	KDCA
Jessica Cunningham Akoto	Administrator	KIPP
Samantha Wilson Jones	Board Member	KIPP
Gail Lewis	Board Member	KIPP
Garrett Redmond	Parent	KIPP
Kamhya Jackson	Parent	KIPP
Sahir Joseph Gray	Student	KIPP

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Align assessments and data tools to implement and monitor student progress and programming which will ensure that teachers can respond when students with IEPS are not making adequate growth and determine a new approach to get students on track.	English Language Growth and Attainment Mathematics
Develop our continuum of academic research-based interventions to be able to address the diverse learning needs of our students which will help our students be able to meet growth and achievement goals.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Align achievement assessments and data tools to implement and monitor student progress and programming

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA & Math Intervention Programming	ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan
Assess & Monitor	ELA proficiency for students with disabilities will increase by 3.8% each year of the plan.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Interventions	Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Update analysis tool used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports	2021-06-30 - 2022-08-30	Amanda Neill / Managing Director of Student Supports	Data team support in tool adjustment, regional Special Education team
Train Special Education leaders and teachers on implementation of revised IEP rubric	2021-07-12 - 2022-06-30	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based scheduling supports
Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data	2021-07-12 - 2022-06-30	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based leadership input
Revamp progress monitoring data analysis tool to monitor data collection timelines	2021-06-01 - 2022-08-01	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based leadership input

Anticipated Outcome

IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned

professional development to support above

Monitoring/Evaluation

Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented

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Evidence-based Strategy

Behavioral supports by Social Work Team

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Interventions	Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase Social Work & Counseling capacity to provide behavioral interventions for students	2021-08-02 - 2022-06-30	Amanda Neill / Managing Director of Student Supports	Social work salaries, clinical supervision, scheduling input from school leadership, intervention resources
Coordinate and monitor student interventions	2021-08-02 - 2022-06-30	Director of Student Services	Salary for Director of Student Services

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	2021-08-02 - 2022-06-30	Director of Social Work	Director of Social Work stipend, behavioral intervention resources

Anticipated Outcome

increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Monitoring/Evaluation

data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals

Evidence-based Strategy

Develop a continuum of academic research-based interventions in ELA and math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA & Math Intervention Programming	ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan
Assess & Monitor	ELA proficiency for students with disabilities will increase by 3.8% each year of the plan.
Interventions	Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data	2021-06-01 - 2022-06-30	Amanda Neill/Regional Managing Director of Student Supports	Data team support in data analysis, regional Special Education team, school-based leadership input
Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	2021-06-01 - 2022-06-30	Amanda Neill/Regional Managing Director of Student Supports	regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Literacy, ELA intervention curricula
Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	2021-06-01 - 2022-06-30	Amanda Neill/Regional Managing Director of Student Supports	regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula
Implement research-based interventions in math consistent with the needs of students based on	2021-06-01 - 2022-06-30	Amanda Neill/Regional	regional Special Education team, consultation with curricular specialists in special education

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
IEP goals, data analysis, and recommendations in evaluation reports		Managing Director of Student Supports	field, collaboration with regional Academic Director of Mathematics, Math intervention curricula

Anticipated Outcome

Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math

Monitoring/Evaluation

Teacher observations, data analysis of student growth over time against IEP goals, PD surveys

Evidence-based Strategy

Behavioral supports by Social Work Team

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Interventions	Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase Social Work & Counseling capacity to provide behavioral interventions for students	2021-08-02 - 2022-06-30	Amanda Neill / Managing Director of Student Supports	Social work salaries, clinical supervision, scheduling input from school leadership, intervention resources
Coordinate and monitor student interventions	2021-08-02 - 2022-06-30	Director of Student Services	Salary for Director of Student Services
Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	2021-08-02 - 2022-06-30	Director of Social Work	Director of Social Work stipend, behavioral intervention resources

Anticipated Outcome

increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Monitoring/Evaluation

data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Train Special Education leaders and teachers on implementation of revised IEP rubric	07/12/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Develop a continuum of academic research-based interventions in ELA and math	Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data	06/01/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Increase Social Work & Counseling capacity to provide behavioral interventions for students	08/02/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Coordinate and monitor student interventions	08/02/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	08/02/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	08/02/2021 - 06/30/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Our use of NWEA MAP data to monitor student growth and respond when students with IEPS are not making adequate growth has led to students meeting the growth standard in Algebra and growing more in Literature. If we succeed in getting at least 50% of students to meet typical growth goals during each administration then we will meet our state standard for growth in Algebra and Literature.

In School Year 18.19 students with disabilities met the growth standard in Algebra I. While students with disabilities did not meet the growth standard for Literature growth did improve relative to previous years. In School Year 20.21 students with IEPs met growth expectations for both Algebra and Biology. There was an insignificant sample size to calculate growth for Literature.

For school year 19-20 students with disabilities met the target for 4 year cohort graduations rate. Students with disabilities also exceeded the state wide average for 5 year graduation rate.

Although final results are not yet available, the estimated 11th grade cohort Keystone exam proficiency rate is higher than

Challenges

Students with IEPS attendance rate for the 2018-19 school year was 89.3%, which is lower than the school goal of 95%. Additionally, 40% of students with IEPs were considered chronically absent in 2018-19

in School Year 18.19 Students with disabilities did not meet the interim improvement target in Algebra 1 or Biology. Interim targets were not set for School Year 20.21, and the interim targets for School Year 21.22 have yet to be released.

Students with disabilities met the performance standard for regular attendance in School Year 17-18 or School Year 19-20.

In School Year 2019-2020 Pearson's My Perspectives curriculum was adopted to address inadequate achievement in English Courses. This curriculum was chosen because of its focus on building high level comprehension skills and the focus on student ownership. This will drive higher academic achievement over time.

Strengths

previous cohorts. This increase can be attributed to consistent implementation of the Pearson's My Perspectives Curriculum, and focused professional development provided to teachers on the topic of close reading & responsiveness to data.

KDCS piloted a research based blended learning intervention program for students with individual education plans called MobyMax. The use of this program likely contributed to the increase of student growth of students in the Special Education subgroup.

The increase in growth of students in the all student student group can be attributed to professional development provided to teachers on curriculum internalization and responsiveness to assessment data.

KDCA adopted a Biology curriculum designed by Pearson that was strongly aligned with the PA standards and Keystone Biology Eligible content and assessment anchors.

Met quarterly goals for ATSI - Year 1 Plan

Student growth in math and reading

Although final results are not yet available, the estimated 11th grade cohort Keystone exam proficiency rate is higher than previous cohorts. This increase can be attributed to consistent implementation of the Pearson's My Perspectives Curriculum, and

Challenges

Our school was 100% virtual from March 2020 to March 2021. Only 50% of our K-6 students returned in March 2021. We know that all students, but especially our students with IEPs, have struggled to learn remotely. This is reflected in the Winter 2021 Map results. KDCA returned to 100% in person instruction in School Year 21-22 however COVID continued to disrupt instruction in several ways including: 1. Increased Absences of students and staff due to quarantines. 2. Periods of remote instruction for certain grade levels and two weeks of remote instruction in January for the entire school at the height of the Delta Variant Spike.

In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia.

The Agile Mind curriculum in 2019-20. KDCA adopted this curriculum because of it's 4 Step Process: 1) Launch - students consider new concepts through scenarios that are relevant to them; 2) Explore - students explore concepts through engaging in tasks; 3) Consolidate - students develop deep conceptual understanding as they reason and justify their thinking; and 4) Apply, Practice & Assess - students apply and reinforce concepts in both familiar and new contexts. Through this 4 step process students will increase their math achievement.

Our school was 100% virtual from March 2020 to March 2021. Only 50% of our K-6 students returned in March 2021. We know

Strengths

focused professional development provided to teachers on the topic of close reading & responsiveness to data.

We have a systematic approach to teacher feedback and support through regular observations, feedback and practice sessions.

We recently aligned all of our ELA curriculum to state standards and applicable state and national assessments. Additionally, our core math curriculum was selected to be fully aligned to state standards and applicable state tests.

We have been working with our KIPP Through College and Career Team (KTC&C) to develop stronger and vertically aligned career readiness scope and sequences for grades 3-12. This aligns to our work to include career support in addition to college guidance for our KIPP alumni.

For the 21-22 SY, over 80 percent of 11th graders met the career standards benchmark.

Challenges

that all students, but especially our students with IEPs, have struggled to learn remotely. This is reflected in the Winter 2021 Map results. KDCA returned to 100% in person instruction in School Year 21-22 however COVID continued to disrupt instruction in several ways including: 1. Increased Absences of students and staff due to quarantines. 2. Periods of remote instruction for certain grade levels and two weeks of remote instruction in January for the entire school at the height of the Delta Variant Spike.

Despite best efforts, there has been significant teacher turnover in the Biology position at KDCS with three new biology teachers in three years. There has been an increased prioritization of coaching and support for the teacher in this position, in hopes of retaining a strong teacher over time. That resulted in the retention of the primary Biology teacher from School year 20-21 to the coming school year (School Year 22-23).

Our school was 100% virtual from March 2020 to March 2021. Only 50% of our K-6 students returned in March 2021. We know that all students, but especially our students with IEPs, have struggled to learn remotely. This is reflected in the Winter 2021 Map results. KDCA returned to 100% in person instruction in School Year 21-22 however COVID continued to disrupt instruction in several ways including: 1. Increased Absences of students and staff due to quarantines. 2. Periods of remote instruction for certain grade levels and two weeks of remote

Challenges

instruction in January for the entire school at the height of the Delta Variant Spike.

Data driven instruction for students with disabilities

A continuum of academic research-based interventions

In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia.

In School Year 2019-2020 Pearson's My Perspectives curriculum was adopted to address inadequate achievement in English Courses. This curriculum was chosen because of its focus on building high level comprehension skills and the focus on student ownership. This will drive higher academic achievement over time.

As a high school, KDCA has struggled to schedule time for a full implementation of a multi-tiered system of supports. We are continuing to innovate around providing supplemental supports to students while ensuring all students complete all required coursework. By implementing a more robust system of support, our students would be able to address skill gaps while mastering grade level content.

In addition to COVID KDCS was significantly impacted by the epidemic of gun violence in the city of Philadelphia.

Challenges

We did not have a centralized way to track career tasks completions. Teachers were tracking on a class by class basis, so it was difficult to determine which students needed to complete assignments or if new students needed to make up assignments. A new centralized system was created in 2019-20 to make tracking and intervention easier and more efficient.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Data driven instruction for students with disabilities	Our use of NWEA MAP data to monitor student growth and respond when students with IEPS are not making adequate growth has led to students meeting the growth standard in Algebra and growing more in Literature. If we succeed in getting at least 50% of students to meet typical growth goals during each administration then we will meet our state standard for growth in Algebra and Literature.	
A continuum of academic research-based interventions	Continuing to develop a multi-tiered intervention system for our students with IEPs will help students achieve growth and achievement targets.	

ADDENDUM B: ACTION PLAN

Action Plan: Align achievement assessments and data tools to implement and monitor student progress and programming

Action Steps	Anticipated Start/Completion Date
Update analysis tool used to evaluate IEPs to ensure that IEP goals and programming respond to all needs identified in evaluation reports	06/30/2021 - 08/30/2022

Monitoring/Evaluation	Anticipated Output
Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented	IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

Material/Resources/Supports Needed	PD Step	Comm Step
Data team support in tool adjustment, regional Special Education team	no	no

Action Steps	Anticipated Start/Completion Date
Train Special Education leaders and teachers on implementation of revised IEP rubric	07/12/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented	IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

Material/Resources/Supports Needed	PD Step	Comm Step
Data team support in data analysis, regional Special Education team, school-based scheduling supports	yes	yes

Action Steps	Anticipated Start/Completion Date
Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data	07/12/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented	IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

Material/Resources/Supports Needed	PD Step	Comm Step
Data team support in data analysis, regional Special Education team, school-based leadership input	yes	yes

Action Steps	Anticipated Start/Completion Date
Revamp progress monitoring data analysis tool to monitor data collection timelines	06/01/2021 - 08/01/2022

Monitoring/Evaluation	Anticipated Output
Monthly observation and data analysis by regional Special Education team to determine if the tools associated with this Action Plan have been implemented	IEP Rubric, Programming Threshold Document, Progress Monitoring Analysis tool, Progress Monitoring Meeting Model, and aligned professional development to support above

Material/Resources/Supports Needed	PD Step	Comm Step
Data team support in data analysis, regional Special Education team, school-based leadership input	yes	yes

Action Plan: Behavioral supports by Social Work Team

Action Steps	Anticipated Start/Completion Date
Increase Social Work & Counseling capacity to provide behavioral interventions for students	08/02/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals	increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Material/Resources/Supports Needed	PD Step	Comm Step
Social work salaries, clinical supervision, scheduling input from school leadership, intervention resources	yes	yes

Action Steps	Anticipated Start/Completion Date
Coordinate and monitor student interventions	08/02/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals	increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Material/Resources/Supports Needed		PD Step	Comm Step
Salary for Director of Student Services		yes	yes

Action Steps	Anticipated Start/Completion Date
Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	08/02/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals	increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Material/Resources/Supports Needed		PD Step	Comm Step
Director of Social Work stipend, behavioral intervention resources		yes	yes

Action Plan: Develop a continuum of academic research-based interventions in ELA and math

Action Steps	Anticipated Start/Completion Date
Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data	06/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Teacher observations, data analysis of student growth over time against IEP goals, PD surveys	Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math

Material/Resources/Supports Needed		PD Step	Comm Step
Data team support in data analysis, regional Special Education team, school-based leadership input		yes	yes

Action Steps	Anticipated Start/Completion Date
Implement research-based interventions in ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	06/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Teacher observations, data analysis of student growth over time against IEP goals, PD surveys	Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math

Material/Resources/Supports Needed	PD Step	Comm Step
regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Literacy, ELA intervention curricula	yes	yes

Action Steps	Anticipated Start/Completion Date
Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	06/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Teacher observations, data analysis of student growth over time against IEP goals, PD surveys	Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math

Material/Resources/Supports Needed	PD Step	Comm Step
regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula	yes	yes

Action Steps	Anticipated Start/Completion Date
Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	06/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Teacher observations, data analysis of student growth over time against IEP goals, PD surveys	Professional development, increased curricular resources, additional supports and programming for students across the continua of learning in ELA and Math

Material/Resources/Supports Needed		PD Step	Comm Step
regional Special Education team, consultation with curricular specialists in special education field, collaboration with regional Academic Director of Mathematics, Math intervention curricula		yes	yes

Action Plan: Behavioral supports by Social Work Team

Action Steps	Anticipated Start/Completion Date
Increase Social Work & Counseling capacity to provide behavioral interventions for students	08/02/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals	increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Material/Resources/Supports Needed		PD Step	Comm Step
Social work salaries, clinical supervision, scheduling input from school leadership, intervention resources		yes	yes

Action Steps	Anticipated Start/Completion Date
Coordinate and monitor student interventions	08/02/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals	increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Material/Resources/Supports Needed	PD Step	Comm Step
Salary for Director of Student Services	yes	yes

Action Steps	Anticipated Start/Completion Date
Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	08/02/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
data monitoring of disciplinary infractions and drop-in visits to social workers, progress monitoring on behavioral goals	increased behavioral expertise in teachers and social workers, increased behavioral intervention options

Material/Resources/Supports Needed	PD Step	Comm Step
Director of Social Work stipend, behavioral intervention resources	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Train Special Education leaders and teachers on implementation of revised IEP rubric	07/12/2021 - 06/30/2022
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data	07/12/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Revamp progress monitoring data analysis tool to monitor data collection timelines	06/01/2021 - 08/01/2022
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Develop a continuum of academic research-based interventions in ELA and math	Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data	06/01/2021 - 06/30/2022
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming)	Develop a continuum of academic	Implement research-based interventions in	06/01/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	research-based interventions in ELA and math	ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Develop a continuum of academic research-based interventions in ELA and math	Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	06/01/2021 - 06/30/2022
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming)	Develop a continuum of academic	Implement research-based interventions in	06/01/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	research-based interventions in ELA and math	math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Increase Social Work & Counseling capacity to provide behavioral interventions for students	08/02/2021 - 06/30/2022
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Coordinate and monitor student interventions	08/02/2021 - 06/30/2022
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Develop robust behavioral intervention training series to	08/02/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		support Tier 1 behavioral interventions	
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Increase Social Work & Counseling capacity to provide behavioral interventions for students	08/02/2021 - 06/30/2022
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Coordinate and monitor student interventions	08/02/2021 - 06/30/2022
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	08/02/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis for Students with IEPs	School Leadership Teams, regional Directors of Literacy and Math, Special Education leaders and teachers	Data Analysis tools for extracting and disaggregating data for students with IEPs Goal setting against baselines for students with IEPs Using Progress Monitoring data to inform programming decisions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
IEP goal baselines and targets are aligned to data available in current assessments School teams are able to disaggregate data for data analysis meetings Progress Monitoring data is measured and acted on periodically throughout the school year	08/01/2022 - 06/16/2023	Amanda Neill / Regional Managing Director of Student Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Research-Based Intervention Curricula Trainings	Special Education teachers, Special Education leaders, regional Directors of Literacy and Math, regional Special Education team	Best practices for curricular implementation Data collection tools associated with the curriculum Supplemental resources available to use with the curricula

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers are using the research-based curricula with fidelity as observed by teacher observations led by the Special Education leader with support by the regional Special Education team	08/01/2022 - 06/16/2023	Amanda Neill / Regional Managing Director of Student Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
IEP Writing: Using Evaluation Reports to inform IEP Goals & Services	Special Education leaders, Special Education teachers, Psychology contractors, regional Special Education team	Understanding the data within an Evaluation/Re-Evaluation Report Internalizing Evaluation Report Data for an IEP Writing a summary of performance that aligns to evaluation report findings Designing IEP goals that respond to present levels of academic and functional performance indicated in an evaluation report

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
IEP goal alignment, performance on the IEP writing rubric, growth on IEP goals relevant to predicted growth	08/01/2022 - 06/16/2023	Amanda Neill / Regional Managing Director of Student Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Train Special Education leaders and teachers on implementation of revised IEP rubric	2021-07-12 - 2022-06-30
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Revamp model for periodic progress monitoring meetings to make recommendations for adjustments to programming for students based on IEP services and data	2021-07-12 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Align achievement assessments and data tools to implement and monitor student progress and programming	Revamp progress monitoring data analysis tool to monitor data collection timelines	2021-06-01 - 2022-08-01
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Develop a continuum of academic research-based interventions in ELA and math	Adjust recommended programming thresholds for students with IEPs that align to achievement and progress monitoring data	2021-06-01 - 2022-06-30
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming)	Develop a continuum of academic	Implement research-based interventions in	2021-06-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	research-based interventions in ELA and math	ELA consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming) ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Develop a continuum of academic research-based interventions in ELA and math	Implement research-based interventions in math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	2021-06-01 - 2022-06-30
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (ELA & Math Intervention Programming)	Develop a continuum of academic	Implement research-based interventions in	2021-06-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA proficiency for students with disabilities will increase by 3.8% each year of the plan. (Assess & Monitor) Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	research-based interventions in ELA and math	math consistent with the needs of students based on IEP goals, data analysis, and recommendations in evaluation reports	
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Increase Social Work & Counseling capacity to provide behavioral interventions for students	2021-08-02 - 2022-06-30
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Coordinate and monitor student interventions	2021-08-02 - 2022-06-30
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Develop robust behavioral intervention training series to	2021-08-02 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		support Tier 1 behavioral interventions	
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Increase Social Work & Counseling capacity to provide behavioral interventions for students	2021-08-02 - 2022-06-30
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Coordinate and monitor student interventions	2021-08-02 - 2022-06-30
Math proficiency for students with disabilities will increase by 3.8% each year of SIP plan (Interventions)	Behavioral supports by Social Work Team	Develop robust behavioral intervention training series to support Tier 1 behavioral interventions	2021-08-02 - 2022-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Staff professional development	Special Education Teachers, Special Education Leaders, School Leaders	Inform teachers of the final plan and their responsibilities to implement the plan successfully

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/16/2023	Weekly	Newsletter

Lead Person/Position
Amanda Neill / Managing Director of Student Supports

Communication Step	Audience	Topics/Message of Communication
School-to-home communication via ParentSquare & posted on website	Families	Programming for students with IEPs

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/16/2023	Once	Email

Lead Person/Position
Director of Student Supports

Communication Step	Audience	Topics/Message of Communication
BOT Communications	Board of Trustees	ATSI Plan updates

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/16/2023	At Board Meetings	Presentation

Lead Person/Position
CAO

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline